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ABSTRACT
                    This bulletin is designed as a how-to-do-it workbook and
guide to help young people plan and implement crime prevention projects to
make their communities safer and healthier by using a five-step Success
Cycle. Some examples of programs around the country provide a starter list to
show the sorts of programs young people can develop. A wide variety of
programs is possible, from victim and witness assistance programs to conflict
resolution and mediation. The Success Cycle depends on the following steps:
(1) assessing the community's needs; (2) planning a successful project; (3)
lining up resources; (4) acting on the plan; and (5) nurturing, monitoring,
and evaluating the project. Resource organizations for additional help are
listed, and worksheets corresponding to each of the cycle's steps are
provided. (SLD)

Youth in action

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Planning a Successful Crime Prevention Project

The Success Cycle: Steps for Success

Planning makes perfect? Well, it certainly helps! This Bulletin is designed as a workbook to help you plan, select, design, and implement a successful crime prevention project for your community by using the five steps of the Success Cycle. You can conduct a project without completing every step; however, going through all the steps can only improve the outcome of your project. Many youth leaders have found that good planning makes it easier to follow through on a project and get good results from specific activities.

You may find it helpful to first skim through this Bulletin to get the "big picture" and then go through it again with pencil in hand. You may also want to photocopy pages and make notes to help solidify your plans. Always feel free to go back and add new ideas to your notes. Good luck!

A Starter List of Ideas

Remember that while your own attitudes and actions can help prevent crime and improve your

community, youth working together in a group can produce even more powerful results. Your work is especially productive if you take a major role in planning activities and participating in them. This Bulletin will help you plan your activities.

Here are some examples of projects that young people around the country have planned and implemented to prevent crime and make their communities safer and healthier.

◇ **Iowa (several areas).** High school students produced radio public service announcements to send antidrug use messages to their peers.

from the administrator

"Plan ahead," the old saying goes. That's good advice, especially when you're tackling a job as demanding as planning a project that will prevent youth crime. This Bulletin will provide you with helpful, hands-on tools to get you started in the right direction. As a young person, you are uniquely equipped to contribute to solving many of the serious problems that challenge your generation. It's hard work, to be sure, but in taking it on, you will be making a difference for yourself, for other youth, and for future generations.

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◇ **Dade County (Miami), FL.** Students, supported by school officials, teachers, and crime watch leaders, formed a school crime watch program to report crime and suspicious behavior on school grounds. Results have been dramatic. In the first 2 years of the program, school crime was reduced by 50 percent.

◇ **Evansville, IN.** Teens Against Drug Abuse (TADA) performed puppet shows urging younger children to stay drug free.

◇ **Cleveland, OH; Knoxville, TN; San Francisco, CA; and other cities.** Youth trained in mediation are helping other students settle disagreements peacefully.

Possible Program Activities

What can *you* do to improve conditions in your school or neighborhood? Here are more ideas:

◇ **Victim/witness assistance.** Help young victims of crime through peer counseling, accompanying them to court, or helping them replace stolen items or repair damages.

◇ **Plays, videos, raps, puppet shows, and other entertainment.** Design and perform skits and shows for peers, younger children, and neighbors dealing with issues ranging from drug use prevention to latchkey children.

◇ **Escorts or check-ins for senior citizens.** Accompany older people to the bank or on other errands. Call seniors at an arranged time each day to make sure everything is all right.

◇ **Teaching.** Teach peers about the effects of crime and about crime prevention. Teach younger children personal protection, drug prevention, and other important safety skills.

◇ **Home security surveys.** With the police department's training and approval, provide information to your community on making homes safer. Help disabled residents make needed improvements in their homes.

◇ **Neighborhood Watch.** Join one of America's most popular local crime prevention programs. Keep an eye out for suspicious activities or persons and report them to law enforcement. Be an active part of your Neighborhood Watch, or organize one.

◇ **Shoplifting education.** Team up with local businesses to start public information campaigns on the costs and consequences of shoplifting.

◇ **Summer recreation.** Plan and staff recreation programs for young children; help repair or build playgrounds; help provide outings for disadvantaged or institutionalized children.

◇ **Community cleanups.** Work with others to clean up trashy, rundown, or overgrown public areas—or private property, with the owner's permission. Spruce up schools, neighborhood parks, or the yards of those unable to do the work. Clean up or paint over graffiti.

◇ **Phone support.** Operate an afterschool call-in service to offer friendship and guidance to young students, especially those who spend the afternoon at home alone.

◇ **Drug use prevention.** Provide information to peers, younger children, and adults on the dangers and effects of alcohol and drug consumption. Obtain training to be a peer counselor and help other young people with problems that can lead to drug use. Organize youth events that show that a drug-free lifestyle is "cool."

◇ **Forums and discussions.** Hold assemblies that help your peers think about issues that affect their lives, such as drunk driving, pregnancy, higher education, and job availability. Allow for participation from the audience.

◇ **Counseling.** Organize counseling services to provide informal group counseling, individual counseling, or hotline help for your peers and others. Hotlines can address personal problems, substance abuse, and many other issues. You may need to obtain some training. A good place to start is with your school's guidance counselor or a local nonprofit organization.

◇ **Vandalism prevention.** Emphasize school pride. Use films, posters, brochures, and other communication devices to educate your peers on the costs of vandalism. Challenge everyone to make the school look as good as possible.

◇ **Teen courts.** Be a teen judge, lawyer, juror, or court officer. Hear and try cases involving fellow students. Teen courts are not mock courts—they hear real cases, make real judgments, and impose real sentences.

◇ **Fairs and displays.** Design educational displays for malls, schools, hospitals, businesses, and community centers. Help generate action and recruit new volunteers to help combat crime.

◇ **Contests.** Organize writing, music, or art contests for your school or community to have fun, educate, and build interest in crime prevention and safety issues.

◇ **Mentoring peers or younger people.** Establish a supportive friendship with someone in need of a positive role model. Just being friendly and showing a good example can often help someone in need.

◇ **Conflict resolution and mediation.** Learn ways to settle arguments and disputes productively rather than by fighting or running away. Obtain training to become a mediator, someone who helps others settle their disputes peacefully.

What kind of activities appeal to you? Jot down some old favorites or some new ideas! Nearly all of the activities listed above require some degree of adult involvement or support, but the bulk of the work and the sense of ownership of the project remain firmly with the youth performing the activities.

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Step 1: Assessing Your Community's Needs

The first step of the Success Cycle is to decide what project you would like to do for your community. This depends heavily on what your community needs. There is no simple formula, but common sense and the following steps can help you make the most of your talents in ways that will help the community.

Identify the Community

Your community may be a block, a neighborhood, a school, or a group of young people. Community is defined as a group of people who share an affiliation that they recognize. The community you will target needs to be identified. Use the following questions to do this.

(Also, see "Worksheet 1: Notes on My Community" on page 21, which can help you organize your thoughts.)

◇ How do you describe the boundaries of the community you intend to deal with? (If you target a school, does that include all of the school grounds and all school activities? If you target the neighborhood, where does the neighborhood start and stop? Are people who work in the area but don't live there part of the neighborhood?)

◇ What groups of people live or come together in the community? What physical characteristics or special needs do they have? What resources can be found in this community? (Groups of people—students, teachers, administrators, business owners, residents, specific ethnic groups, children. Special needs—persons with limited self-mobility, persons who use walking aids or specially equipped cars. Resources—athletic fields, classrooms, labs and workshops, streets, houses, apartment buildings, community center, churches, urban leagues.)

◇ How do members of the community define/describe themselves?

◇ Who are the leaders and communicators in the community? Are there any special subgroups? (For example: principal, student council members, top athletes, club presidents, president of neighborhood association, chief of police, religious leaders, owner of local newspaper, head of women's club, head of local advocacy/assistance association, local government transportation department.)

Consult Information Sources

There are many kinds of information you can use to expand your knowledge of a community:

◇ Planning reports from zoning, health, building, and other local agencies or from regional planning groups.

◇ Newspaper articles, including those in local weeklies and school newspapers and those available online.

◇ Police records on crime or other calls for service in the area.

◇ School building records—security, disciplinary, vandalism (repair and maintenance), among others. (Note: This does not include personal records of the students.)

◇ Interviews with key leaders—carefully structured to allow them to give you *their* view of what is important to and causing concern among the community's members.

◇ Previous surveys of the community.

◇ Your own survey of the community.

Survey the Community

You can use many sources of existing information to survey a community, but these sources may not tell you all you need to know. Interviewing people—asking them what they think, know, desire, or are concerned about—helps to fill in the missing information. You may want to contact someone at a local newspaper, public relations agency, or the communications department in a nearby college or university for indepth help on surveying.

Checklist for Surveys

◇ **Purpose.** Why are you doing this survey? What do you want to know from or about your subjects? Make sure those objectives are related to your project.

◇ **Subjects.** Whom should you survey? For instance, if your concern is with crime in elementary schools, talking with parents of high school students will not be helpful.

◇ **Unit and sampling.** Decide what your unit of measure is. Are you looking at classrooms or individual students' attitudes, a neighborhood's concerns or residents' individual concerns? Do you intend to ask everyone, or just pick a sample? How will you be sure the group you sample is similar to the makeup of the community as a whole? One of your teachers may be able to help you with some basic research tips.

◇ **Questions.** Write clear, simple questions. Avoid negatives. Use words that suggest a specific kind of answer. Generally, it is better not to ask essay type questions. (For example, How long have you lived in this community? What are your concerns for the community: violence against women? violence against the elderly? the infiltration of drugs? the infiltration of gangs?)

◇ **Testing.** Try your questions out on a small group to make sure the questions are understood as you meant them to be and the answers give you useful information.

◇ **Method.** Decide whether you will mail the survey (which is inexpensive but risks low returns), use in-person teams for interviews (which can be accurate but time consuming), or ask questions by telephone (which can be efficient but may annoy people who want to be able to read the questions).

◇ **Executing the survey.** Create a questionnaire, based on your tested questions, that allows appropriate space for answers to be filled in. Train interviewers as necessary to ensure they will all discuss the survey the same way. Administer the survey to the group selected and collect the data.

◇ **Tabulating results.** Tally up the different answers you get by type of answer. Don't forget to include a space to tally those who did not answer the question. Decide whether

to count them or not; once you do decide, be consistent.

◇ **Analysis.** What's surprising? What's expected and what's not? Negative, positive, and divided responses (such as "no clear majority agreed on the need for an evening juvenile curfew program") are important findings.

Examine Community Assets

As you look at possible problems to address, ask yourself, what are the assets of my community? Perhaps students have special skills or there is strong support for athletic teams. There may be an active neighborhood association, a library that offers study time or homework help, a community-based police ministation, strong faith communities, or other similar strong points. Perhaps parents take a real interest in their children's school, or a senior center offers eager and skilled volunteers. Consider marking both problem areas and assets on a map of the area. Build on the assets available in your community. If your community shows a strong interest in athletics, organize a softball game between school faculty and students. Charge a small admission fee and use the proceeds to sponsor a community cleanup activity.

Select a Problem To Address

You could try to tackle the most urgent problem, or the one that has gotten the most publicity, or the one that seems hardest or easiest to solve. The best chance of success lies in looking at the problem and looking at what your group can bring together to address it.

You don't have to respond to a major problem or a sensational crisis. You could address something that has just emerged as a problem, deal with a long-term problem, or prevent a
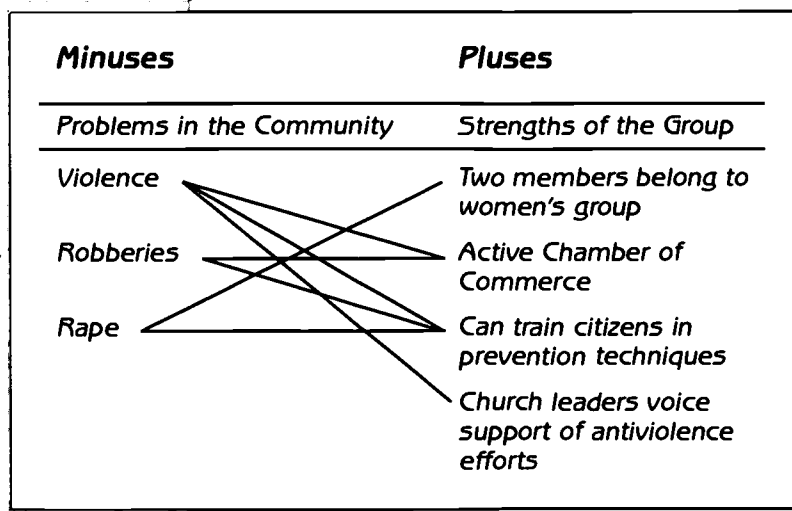
problem by strengthening a good thing within the school or community. You should pick an issue that excites members of your group and that is important to the community.

Minuses and pluses. One approach to choosing an issue to address is minuses and pluses. (For an example, see the diagram below.) List minuses—community or school problems you think you would like to work on—on the left side of a piece of paper. Then, in no particular order, list on the right side of the paper the various strengths (pluses) your group has or could assemble to do any project. Next, draw lines connecting problems with strengths that could help solve them. The lines can crisscross and strengths can be connected more than once, as can problems. You can get a good idea of which problem(s) your group should work on by seeing which problems have the most connections with the strengths listed on the right-hand side.

Force-field analysis. Another method for looking at a community's needs and your group's ability to address them is called force-field analysis. For a simplified, but useful, version of this approach, see the diagram on the next page and complete the following steps.

◇ Select a particular problem.

◇ List positive conditions or factors that make the problem better or keep it from getting worse. For each factor you list, decide whether it is a weak, moderate, somewhat strong, or very strong force. Draw arrows from the left toward the center. There should be one arrow for each factor, and its length should represent how strong that factor is, in your view.

◇ List negative conditions or factors that make the problem worse or keep it from getting better. For each factor you list, decide whether it is a weak force, a moderate force, a somewhat strong force, or a very strong force on the negative side. Draw arrows from the right toward the center. There should be one arrow for each factor and its length should represent how strong that factor is, in your view.

◇ Then examine both kinds of forces. (You do not need to address any relationships between them.) Are the negative forces overwhelming? Are the positive forces already making a difference? Can your group do things to either strengthen the positive forces or weaken the negative ones?

This sort of analysis can highlight not only a problem your group could take on, but also strategies to combat the problem. You should, of course, check with the audience or groups you plan to help. Does your proposed project meet their needs? Do they already have a project in the works or under way to provide this help? If so, can your group join in this effort?
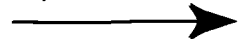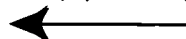
Minuses	Pluses
Problems in the Community	Strengths of the Group
Violence	Two members belong to women's group
Robberies	Active Chamber of Commerce
Rape	Can train citizens in prevention techniques
	Church leaders voice support of antiviolence efforts
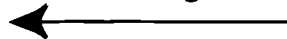
Step 2: Planning a Successful Project

This entire Bulletin is a planning document, so it might seem odd to focus on operational planning as a separate stage. However, organizing *how* you're going to address a problem requires a different focus from deciding *what* problem to address. The second step of the Success Cycle will help you figure out how to address the problems in your community.

Why have an operational plan? An operational plan will help you identify specific tasks that need to be accomplished, decide how to delegate responsibilities, develop interest and enthusiasm for doing the project, and decide how to use resources. Planning also helps your group focus on a goal and builds teamwork.

Who devises the plan of action? Your key group does. This group should include members from, or people linked to, most or all of the groups critical to your success. Some of the people who helped in the assessment should be involved in the planning.

For small projects such as a community cleanup, only your cleanup group and a neighborhood representative are necessary. For large-scale projects, such as a drug abuse prevention program, you will want to gather not only youth but representatives of community organizations, government agencies, and perhaps the very people you want to help.

Now comes the most important part—creating the operational plan. (Some key planning terms are defined on page 8.) Follow the steps below to formulate a successful plan. Use "Worksheet 2: Working Through Your Operational Plan" on page 22 to take notes.

◇ Identify the target, such as a specific group, that your project will help.

◇ Spell out precise goals and objectives.

◇ Choose strategies (methods and approaches) to reach the goals and objectives.

◇ Determine target dates and priorities.

◇ Divide specific jobs and responsibilities among group members.

◇ Make sure your project can be evaluated properly.

Key Planning Terms

Goal: *The purpose of your project; your desired result. For example, to reduce crime in your school.*

Objectives: *Specifics that your project should accomplish; measurable results that when reached mean your goal has been achieved. For example, to contact all youth in your school or neighborhood to make them aware of crime problems and to get two-thirds of them to join a crime watch program.*

Strategy: *The ways that you will go about achieving your objectives or goals. For example, to convince students that crime is a problem in the school, your strategy might be to use posters, videos, or student-performed skits to get the message across.*

Target dates: *The dates by which certain jobs or activities need to be completed, especially so that other actions can go forward.*

Step 3: Lining Up Resources

The third step of the Success Cycle focuses on lining up the resources you will need to perform project activities. Some of these resources include a central location or office, copy equipment, and computers. What resources will you need? Crime prevention and other community-building projects require:

◇ Volunteers who are interested and committed.

◇ An organization, formal or informal, to carry out the project.

◇ Materials and services, such as food, printing, and transportation.

◇ Money and/or donations of goods and services.

◇ Publicity, even if it's only in the immediate area.

◇ The support of key adult leaders (teachers, principals, city officials, agency staff, etc.).

◇ Evaluations—a way to check on the success of your work.

What are the skills, goods, and services needed for your project?

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Recruiting Volunteers

The commitment of volunteers is usually the most significant element in lining up resources. An important question to ask is, how do you recruit others for your project? Here are some ideas:

◇ Ask for help. Most people are willing to help or do something if asked personally.

- ◇ Stress project results. People need a mental picture of how things will be made better.
- ◇ Ask volunteers to recruit friends. (Note: Recruiters should know whether their friends are interested enough to do more than hang out.)
- ◇ Let people know they will gain skills and opportunities from their volunteer efforts (for instance, make new friends and gain leadership skills). They may also be able to earn school credit for their activities.
- ◇ Publicize all your activities (surveys, forums, social events).
- ◇ Give volunteers public recognition and proper thanks for participating.
- ◇ Show potential recruits that your project involves activities they enjoy—art, music, writing, speaking, organizing, etc.

To motivate people, you need to know what is important to them, what their interests are, and what encourages them to participate in an activity. Youth frequently give the following reasons for volunteering in crime prevention or community service projects:

- ◇ Meet new friends.
- ◇ Do something with friends.
- ◇ Help others.
- ◇ Explore careers.
- ◇ Learn new skills.
- ◇ List as accomplishment on college or job application.
- ◇ Reduce crime against young people.
- ◇ Make the school or community a safer place.
- ◇ Help victims of crime.
- ◇ Be part of a group doing something interesting.
- ◇ Help someone or some institution that asked.

List three ways you will recruit peers to participate in your project. What kinds of motivation would work in *your* school or neighborhood?

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In many projects, youth have an opportunity to develop skills that will not only help others now, but will also help them in school and later on in their careers. Circle the skills from those listed below that could be developed by your

Skills, Skills, and More Skills

◇ Public speaking	◇ Data analysis
◇ Resource development	◇ Document design and production
◇ Counseling	◇ Planning
◇ Developing and managing coalitions	◇ Development fundraising
◇ Salesmanship	◇ Teamwork
◇ Problem solving	◇ Survey techniques
◇ Coaching	◇ Evaluating
◇ Playwriting	◇ Editing
◇ Time management	◇ Mentoring
◇ Report writing	◇ Advertising
◇ News reporting	◇ Organizing techniques
◇ Resource management	◇ Personnel management
◇ Teaching	◇ Chairing meetings
◇ Conference/event planning	◇ Composing music

project. Worksheet 3 on page 23 is a volunteer application form. Make copies of the form and ask each volunteer for your project to complete one. Keep the forms on file for easy referral.

Recruiting Adults

Besides recruiting young volunteers, you will want help from key adults. These could include your principal, teachers, civic leaders, business leaders, law enforcement officers, parents, and other adults with talents and interests that could aid in meeting your goals. Sometimes you will encounter such adults in the process of seeking help from a particular agency. They may not be connected with an agency, but may just be interested in making the school or community better and safer. They may want to help you so that the world their children and grandchildren grow up in will be safer.

You may need to recruit at least one adult to serve as your group's sponsor or advisor. You may need help from an adult with knowledge in a particular area—law, medicine, construction, advertising, and so on. When you seek assistance from adults, you should keep several key points in mind:

◇ Know what you want. Prepare a specific, brief statement of the kind of help you need. Be ready to explain how this help fits into your project and why it is important to your project's goals.

◇ Don't ask for too much. Frequently, the best volunteers (both young people and adults) come from among those who agreed to help "a little."

◇ Appeal to their interest, just as you would with young people. Reread the "Recruiting Volunteers" section and mentally substitute "adult volunteer" for "volunteer."

Experience has shown that youth-adult relationships can be better and more productive if young people remember some basic pointers:

◇ **Speak out clearly.** A number of adults have said they are more worried that youth have no opinion than that they have wrong, or inappropriate, ones. It's a sign of maturity to disagree without being disagreeable. How is anyone to know about your great idea if you keep quiet?

◇ **Communicate, don't stew.** Adults have said they get frustrated when youth refuse to bring up a problem until it is of huge proportion. Share a concern or problem while it's still a small issue. It will be easier to solve at that point.

◇ **Remember, respect works both ways.** Showing simple respect for the adults and young people you work with will usually get you their respect in return.

◇ **Be reliable.** Don't make a promise to meet on Thursday at 7 p.m. and then ditch the appointment without even a phone call. Don't offer to take on tasks you can't complete.

◇ **Dress the part.** If you're going in to ask the head of a local company for help, dress appropriately. Wear "nice" clothes, low-key accessories, and a proper hairdo. At your celebration picnic, however, dress as wildly as you like, even if adults are there!

Who are some key adults who might have talents you need?

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Finding Materials

In addition to recruiting young volunteers and adults, you will also need materials for your project. What are some ways to find money and goods?

◇ Talk with officials from the school, neighborhood, or community organization where you will perform your project. The principal may have a fund to provide small amounts for certain events, or neighborhood organizations may have a small budget or a source of funding. These organizations may have wanted to do something similar to your project.

◇ Ask local businesses to sponsor your project. In return, they receive public acknowledgment for being associated with a visible, positive effort.

◇ Have a special event to raise funds or goods—car washes, talent shows, or walk-a-thons in which friends, family, and others pledge a certain amount for each mile walked.

◇ Ask local businesses to contribute goods for your events and treats for your workers.

Don't let a lack of funds be an obstacle to your project. In most cases, a crime prevention or community service project requires very little money; it does require volunteer talent and commitment. Don't say you can't do anything because of lack of funds. Think in terms of

what goods and services you need, and seek those, not cash. Ask about borrowing equipment or trading services.

What are some ways that your project will ask for goods, services, and funds you need?

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What can you trade to receive goods and services?

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Step 4: Acting on Your Plan

This is the most exciting part of the Success Cycle. When actually doing your project, you will find that there are a number of things you will have to deal with. This section reviews two of the most important aspects of actually carrying out a project.

Training

You may need to train volunteers to make sure that they understand the goals and objectives of your project, that the information they provide to the project's audience is correct, that they have the skills necessary to perform tasks, and

that they know how to handle problems. Training also builds teamwork among your volunteers and builds the skills needed for the success of your project. Use "Worksheet 4: Training Planner" on page 24 to plan such details as when and where a training session will take place, the contents and procedures of a training session, and what additional materials will be needed.

Training for crime prevention programs is especially important. There are right and wrong ways to try to prevent crime. Suppose a volunteer was teaching elementary school children how to protect themselves at home alone and gave the wrong advice. That could be harmful or dangerous. Check with police, counselors, hospitals, victim services programs, and other local services for proper techniques.

Possible resources for training include—but aren't limited to—law enforcement officers, victim assistance professionals, trainers from corporations, lawyers, drug abuse prevention experts, adult leaders of youth, advertising agencies, colleges and universities, community volunteer agencies, and youth.

Smart planning includes a good estimation of the time that training will take and the resources it will require. In what skills or subjects will your volunteers need training?

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How will you meet those needs?

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Estimated Training Time for Youth Crime Prevention Projects

Project	Number of Training Hours
Community cleanup	1–4
Fairs and displays to educate the public	1–5
Vandalism prevention	2–3
Escort/check-in service for senior citizens	2–3
Shoplifting prevention education	2–4
Neighborhood Watch	4–5
School crime watch	4–6
Home security surveys	4–8
Plays and puppet programs	4–10
Victim/witness assistance	5–20
Teen court	10–120
Teaching child protection	16–20
Counseling of peers or others	20–30
Hotlines	20–30
Mediation	25–30

If you are doing any training, be sure each specific part of the training is planned. This will do much to ensure the success of your effort. Professional trainers know that preparation and organization are 80 percent of good training. Worksheet 4 can help you prepare and organize.

Leadership: Bringing Your Group Together

Good leadership will keep volunteers committed and working together. Leadership is a skill. Like any other skill, it is learned, not inherited, and it takes practice. Doing a project can help you practice good leadership skills.

Tips for Good Leadership

◇ Show that you care about your volunteers and fellow workers. Understand the needs of those you work with.

◇ Be positive and let others know you appreciate their effort.

◇ Use the leadership style needed at the time. Some situations require working together to reach a consensus. Other situations require a rapid decision with little chance for consulting others.

◇ Don't be afraid to delegate authority to others to get something done.

◇ Ask for help. Don't try to do it all yourself.

◇ Plan clear, responsible roles for volunteers.

◇ Initiate activities to earn publicity, good will, and more volunteers.

◇ Screen and carefully select volunteers.

◇ Provide supervision and direction.

◇ Monitor and evaluate those working with you. Stay in regular contact and check all benchmarks and deadlines of those working with you.

Do you know some good leaders you can interview? What strategies work for them?

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What can you do to lead in the best way possible?

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Step 5: Nurturing, Monitoring, and Evaluating

The fifth step of the Success Cycle is a very important one and can influence whether or not you and your volunteers will enjoy working together. It can also influence how people will feel about volunteering in general and whether or not they will want to do so again. This step deals with showing appreciation to those who work on the project with you.

Recognition: Letting Them Know They Matter

All volunteers should be given recognition for their efforts. This doesn't involve financial rewards, but an acknowledgment by those who have received help and by those who know what a big difference the volunteers have made. The following list suggests some ways to thank volunteers.

Twenty Ways To Give Recognition to Young Volunteers*

◇ Make a suggestion box for workers.

◇ Print photos in the school yearbook.

◇ Recognize volunteers at school assemblies.

◇ Hold open meetings to discuss projects.

◇ Ask volunteers to serve as spokespersons at special observances.

◇ Provide transportation for your volunteers.

◇ Have a pizza party.

◇ Give volunteers additional responsibility.

◇ Encourage the news media to cover volunteer activities.

◇ Create a pleasant environment.

◇ Encourage volunteers to talk to others about their experiences with the project.

◇ Keep a record for community service recognition.

◇ Utilize volunteers as expert advisors for new projects.

◇ Celebrate outstanding projects and achievements.

◇ Nominate volunteers for awards.

◇ Provide volunteers with training to develop new skills.

◇ Recognize accomplishments of both groups and individuals.

◇ Award special citations for extraordinary achievements.

◇ Encourage participation in planning and evaluation.

◇ Remember to say "Thank you," "Good job," "We missed you," and other phrases that show your appreciation.

*Adapted from "101 Ways to Give Recognition to Volunteers," by Vern Lake, Volunteer Services Consultant, Minnesota Department of Public Welfare.

List three ways your project will give recognition to its volunteers.

1. _____

_____

2. _____

_____

3. _____

_____

Evaluation: Monitoring Your Project

While you and your volunteers may feel very good about your project, you also want to know whether it has accomplished something. Evaluating the project can help you learn whether it has met its goals, but only if you decide up front what you want to evaluate and how you will go about doing so. The purpose of conducting an evaluation is "to answer practical questions of decision-makers and program implementors who want to know whether to continue a program, extend it to other sites, modify it, or close it down" (National Crime Prevention Council, *What, me evaluate?* Washington, DC: National Crime Prevention Council, 1986). You will want to be able to show that your crime prevention project does one or all of the following:

◇ Reduces crime.

◇ Reduces fear of crime.

◇ Is cost effective.

◇ Has a lasting impact.

◇ Attracts support and resources.

◇ Makes people feel safe and better about being in your school or community.

Performing an evaluation. There are many different ways to evaluate your project. You may want to conduct a survey of your target audience, asking whether or not certain conditions have improved as a result of your project. Compare the results with the results of your planning survey. What problems did the comparison show? Was the target audience satisfied with the results of the project? What could have been done better?

While your project is ongoing and when it is completed, you will need a way to check on its progress and see that it is reaching the basic goals you set. "Worksheet 5: Assessing Your Project," on page 25, is a good tool for reviewing your project. The basic measures to use should go back to your goals and objectives. Was crime reduced in the school or neighborhood? Did you reach all the people in the neighborhood you intended to? Did your project reach the elementary school children you planned to instruct? Did they learn what you were trying to teach them?

What elements of your project can you measure to check your progress?

_____

_____

_____

_____

_____

How will you measure those things? (For example, you might use reports, official records, interviews, personal visits, surveys, tests, and other methods.)

_____

_____

_____

_____

_____

_____

Review and Summary of the Success Cycle

These five groups of questions are a quick review of the steps of the Success Cycle as described in this Bulletin. Refer to them as often as you need to while you are planning your project. The last worksheet in this Bulletin—"Worksheet 6: Summarizing the Plan" on page 26—will help you summarize and consolidate all the steps of your plan.

Assessing Your Community's Needs

◇ What is your target community?

◇ What are some key facts about that community?

◇ What are some of the problems in the community?

◇ What are some ways to address those problems?

◇ What assets can your group offer?

◇ What other kind of help might be needed?

◇ What would you like to do to help?

Planning a Successful Project

◇ What will your project do?

◇ What changes should, or could, come about because of your project?

◇ What are your goals, objectives, and strategies?

◇ What are the steps for getting started?

◇ Whose approval must be obtained?

◇ Who should be involved in planning, reviewing, and performing the tasks?

◇ What are the major obstacles you expect to face? How will you overcome them?

◇ What group weaknesses will need to be addressed to perform the project?

◇ How long will the project take? Can it be broken into several shorter projects or separate phases?

◇ How will you get the project back on track if it gets off track or delayed?

◇ How will you know whether your project has been successful?

◇ How will you thank workers and celebrate success?

Lining Up Resources

◇ What specific talents do members of the group bring to the project?

◇ What other help must be provided—goods, services, people, money?

◇ Who will act as recordkeeper and treasurer?

◇ Who might want to help? Who else shares an interest in solving this problem (e.g., civic groups, businesses, nonprofits)?

◇ What are the best ways to recruit the help you need?

◇ What can be done to build the group into a team?

Acting on Your Plan

◇ What are the tasks to be performed?

◇ In what order should they be done?

◇ Who will handle problems that may arise?

◇ What kind of training is needed? Who will receive training?

◇ Who (including youth) can provide training?

◇ What will you do to keep and build on participants' enthusiasm?

◇ How can you be sure you are using your resources efficiently?

Nurturing, Monitoring, and Evaluating

◇ What indicators will you use to measure the success of your project? How will the indicators be measured (e.g., data, charts, graphs)?

◇ How will you ensure that the project results in a quality product?

◇ What information should be collected, who should collect it, and how frequently should it be obtained?

◇ How will any needed "midcourse" corrections be made?

◇ What do participants—workers and those who benefit—think of the project?

◇ What would have happened if your group had *not* done the project?

◇ How can you find out about stories of success in your project?

◇ How can volunteers best be recognized individually? As a group?

National Resources for Crime Prevention and Community Service Projects

National Crime Prevention Council
1700 K Street NW., Second Floor
Washington, DC 20006–3817
202–466–6272
Internet: www.ncpc.org

As part of its mission to enable people to prevent crime and build safer, more caring communities, the National Crime Prevention Council (NCPC) develops and publishes:

◇ Books.

◇ Kits packed with project ideas and reproducible materials easily personalized with project's or sponsor's name.

◇ Brief reports, including the Topics in Crime Prevention series, that give timely, practical guidance.

◇ Colorful posters.

◇ Many other items and services.

For a free catalog, call 800–627–2911.

Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20849–6000
800–638–8736 (8:30 a.m.–7 p.m. ET)
301–519–5212 (Fax)
800–638–8736 (Fax-on-Demand; select 1,
    select 2, and listen for instructions)
E-Mail: askncjrs@ncjrs.org
Internet: www.ncjrs.org/ojjhome.htm

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) created the Juvenile Justice Clearinghouse (JJC) to offer quick and easy access to juvenile justice information. JJC links OJJDP's publications, research findings, and program information to policymakers,

researchers, juvenile justice practitioners, and the general public through a broad spectrum of services. These include distributing publications, providing online access, responding to requests for assistance, attending and supporting conferences, and maintaining a library and online accessible data base of more than 35,000 juvenile justice titles.

American Legion Child Welfare Foundation
700 North Pennsylvania Street
Indianapolis, IN 46204
317–630–1200
Internet: www.legion.org

Barrios Unidos
Washington, DC, Chapter
P.O. Box 21098
Washington, DC 20009
202–424–6309
202–673–4557 (Fax)

Boy Scouts of America
1325 Walnut Hill Lane
Irving, TX 75015–2079
972–580–2000
Internet: www.bsa.scouting.org

Boys & Girls Clubs of America
1230 West Peachtree Street NW.
Atlanta, GA 30309
404–815–5700
Internet: www.bgca.org

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
816–756–1950
Internet: www.campfire.org

Child Welfare League of America
440 First Street NW., Suite 310
Washington, DC 20001–2085
202–638–2952
Internet: www.cwla.org

Children's Express
1331 H Street NW., Suite 900
Washington, DC 20005
202–737–7377
Internet: www.ce.org

Coalition for Juvenile Justice
1211 Connecticut Avenue NW., Suite 414
Washington, DC 20036
202–467–0864
202–887–0738 (Fax)

Communities In Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
703–519–8999
703–519–7213 (Fax)

Community Anti-Drug Coalition of America (CADCA)
901 North Pitt Street, Suite 300
Alexandria, VA 22314
703–706–0560
Internet: www.cadca.org

The Corporation for National Service
1201 New York Avenue NW.
Washington, DC 20525
202–606–5000
Internet: www.nationalservice.org

Gila River Youth Council
P.O. Box F
Sacatone, AR 85247
520–562–3065
520–562–3963 (Fax)

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, NY 10018
212–852–8000
Internet: www.gsusa.org

Girls, Inc.
30 East 33d Street, Seventh Floor
New York, NY 10016
212–689–3700
Internet: www.girlsinc.org

Junior Achievement, Inc.
One Education Way
Colorado Springs, CO 80906
719–540–8000
Internet: www.ja.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue NW.
Washington, DC 20525
202–606–5000
Internet: www.cns.gov/learn/index.html

Mothers Against Drunk Driving (MADD)
511 East John Carpenter Freeway, Suite 700
Irving, TX 75062–8187
214–744–MADD (214–744–6233)
Internet: www.madd.org

National Association of Counties
4040 First Street NW.
Washington, DC 20001
202–393–6226
Internet: www.naco.com

National Campaign To Stop Violence: Do the Write Thing
The Kuwait-American Foundation
1120 G Street NW., Suite 990
Washington, DC 20005
202–393–7580
202–393–7585 (Fax)

The National Exchange Club
3050 Central Avenue
Toledo, OH 43606
419–535–3232
Internet: www.nationalexchangeclub.com

National 4–H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815–4999
301–961–2820
Internet: www.4hcouncil.edu

National Organization for Victim Assistance
1757 Park Road NW.
Washington, DC 20010
202–232–6682
Internet: www.access.digex.net\~NOVA

National PTA (National Congress of Parents and Teachers)
700 North Rush Street
Chicago, IL 60611
312–670–6782
Internet: www.pta.org

National Victim Center
309 West Seventh Street, Suite 705
Fort Worth, TX 76102
817–877–3355
Internet: www.nvc.org

National Youth Leadership Council
1910 West County Road B
Roseville, MN 55113
612–631–3672
Internet: www.nylc.org

The National Youth Network
National Crime Prevention Council
1700 K Street NW., Second Floor
Washington, DC 20006–3817
202–466–6272
Internet: www.ncpc.org

Office of Children and Family Services
Sergeant Henry Johnson Youth
  Leadership Academy
P.O. Box 132
Route 10
South Kortright, NY 13842
518–473–1274
607–538–1403 (Fax)

Office of Juvenile Justice and Delinquency Prevention
810 Seventh Street NW., Eighth Floor
Washington, DC 20531
202–307–5911
Internet: www.ncjrs.org/ojjhome.htm

Points of Light Foundation
1737 H Street NW.
Washington, DC 20006–3912
202–223–9186
Internet: www.pointsoflight.org

Quest International
1984 Coffman Road
Newark, OH 43058–4850
614–522–6400
Internet: www.quest.edu

Southern Regional Violence and Substance Abuse Prevention Center
University of South Carolina
Columbia, SC 29208
803–777–0695
803–777–0677 (Fax)

Street Law, Inc. (formerly the National Institute for Citizen Education in the Law)
918 16th Street NW., Suite 602
Washington, DC 20006–2902
202–293–0088
202–293–0089 (Fax)

Teens, Crime, and the Community
1700 K Street NW., Second Floor
Washington, DC 20006–3817
202–466–6272
202–296–1356 (Fax)

United National Indian Tribal Youth, Inc. (UNITY)
P.O. Box 25042
4010 Lincoln Boulevard, Suite 202
Oklahoma City, OK 73125
405–424–3010
405–424–3018 (Fax)

Youth Crime Watch of America

9300 South Dadeland Boulevard, Suite 100

Miami, FL 33156

305–670–2409

Internet: www.ycwa.org

Youth Service America

1101 15th Street NW., Suite 200

Washington, DC 20005

202–296–2992

Internet: www.servenet.org

Youthbuild USA

58 Day Street

Somerville, MA 02144

617–623–9900

617–623–4331 (Fax)

The National Youth Network, founded and managed by the Office of Juvenile Justice and Delinquency Prevention, consists of diverse youth leaders from across the Nation who are sponsored by youth-serving organizations. The goal of the Network is to recognize and build upon the power and importance of youth leadership by uniting young people and adults, through communication and action, to enable youth organizations and nonaffiliated youth to have a positive, formidable impact in our communities and throughout our Nation.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

Worksheet 1: Notes on My Community

Physical boundaries/area designated

_____

_____

Groups of people and their special needs

_____

_____

Community leaders

_____

_____

Resources available

_____

_____

Sources of information

_____

_____

Methods of assessment

_____

_____

Problems in the community

_____

_____

Possible solutions

_____

_____

_____

_____

Worksheet 2: Working Through Your Operational Plan

Who or what is the target audience for your project?

_____

_____

What are the goals for your project?

_____

_____

What are the objectives (the measurable steps or activities) that will lead toward
the accomplishment of your goals?

_____

_____

What are your strategies? Some strategy questions include: Whom should you include in your
planning process? With whom will you work? How will you reach your target audience? What will
cause people to remember your message?

_____

_____

What is the critical timeline for your project? What things must be done first? What is the
necessary order for key steps? What action deadlines does the timeline dictate?

_____

_____

List the activities, who will take responsibility for getting them done, and the date (the day,
week, or month) by which each one needs to be completed for your plan to work. Highlight
any critical timetables or deadlines. You should be listing tasks that will carry out your goals
and objectives. (For example, deliver written information to each person in the target group,
hold three meetings to discuss issues, publish three bulletins on the progress of the crime
watch program.)

Activity	Performed By (Name)	Target Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

As you work through the rest of the Success Cycle, you will determine how your group will
recruit volunteers, gather resources, provide necessary training, divide tasks, monitor progress,
and evaluate outcomes. All these actions will be based upon the answers above.

Worksheet 3: Volunteer Application

Name _____

Address _____

City _____ State _____ ZIP Code _____

Home Phone _____ Homeroom _____

Why do you want to volunteer?

_____

_____

_____

_____

What skills would you like to learn while volunteering?

_____

_____

_____

_____

List current skills/assets (typing, acting, sports, licensed driver, reading to the elderly, good communicator, filing, creating posters and other advertising materials, etc.)

_____

_____

_____

_____

Schedule: (Check approximate time when you would be able to volunteer.)

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Worksheet 4: Training Planner

Training specifics (Time, date, place, audience, setting, length of training)

_____

_____

_____

Goal (Purpose or reason for the training)

_____

_____

_____

Objective (What people should know, think, or do by the end of the training)

_____

_____

_____

Activities (Specific tasks that will be accomplished)

_____

_____

_____

Aids (Audiovisual equipment and other items needed to provide instruction)

_____

_____

_____

Lesson plan (Outline of the contents and procedures for the sessions)

_____

_____

_____

Vocabulary (Words that need to be defined)

_____

_____

_____

Worksheet 5: Assessing Your Project

Make a list of all of the ways that your community has improved *thanks to your program*. Then list all the things that have stayed the same and those that have gotten worse.

Better	Stayed the Same	Worse

Look at your list and think back to your goals and objectives. Which goals were met? Which were partially met? In which areas did you fail altogether?

Succeeded in Meeting These Objectives and Goals	Partially Succeeded in Meeting These Objectives and Goals	Failed in Meeting These Objectives and Goals

It is important to understand that a successful project may not meet *every* goal or objective. No project can be perfect. Don't worry if there are some areas in which your project failed. The whole point of doing an evaluation is to find out what worked and what didn't so that the project can be improved the next time. Look back at your last list and choose three goals or objectives that your project didn't address well. Then think of how these areas can be improved in the future.

Our project did not meet this goal/objective:	We could succeed in this area if:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Worksheet 6: Summarizing the Plan

Needs

The community we will help is:

_____

_____

Problem or Need in the Community	What We Could Do
_____	_____
_____	_____
_____	_____

Goals and Strategies

Target Audience

_____

_____

Goals

_____

_____

Objectives

_____

_____

Strategies

_____

_____

Activities	Performed By (Name)	Target Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Resources

Skills, people, and goods and services needed for the project

_____

_____

Ways to recruit fellow youth

_____

_____

Adults we will want to recruit

_____

_____

Some ways in which our project will obtain the goods, services, or money needed

_____

_____

Putting the Plan Into Action

Training needs for the project

_____

_____

Ways in which those who participate in the project will be given recognition

_____

_____

Evaluating

What we will measure

_____

_____

How we will measure

_____

_____

U.S. Department of Justice

Office of Justice Programs

Office of Juvenile Justice and Delinquency Prevention

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Youth in Action Bulletin

NCJ–170024

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